THE SCHOOL FRIEND.

DEVOTED TO EDUCATIONAL PURPOSES.

"Education—the Bulwark of Liberty."

VOL. II. CINCINNATI, DECEMBER 1, 1847. NO. 3.

THE SCHOOL FRIEND.

PUBLISHED MONTHLY,

BY W. B. SMITH & CO.

No. 58 Main st. Cincinnati, Ohio.

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This paper will be sent, FREE OF CHARGE, to every teacher, school officer, or clergyman, in the West or South, who wishes it.

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For the School Friend.

SPELLING—NO. 1.

The present is emphatically the age of progress. It is the time when "men run to and fro, and knowledge increases." The most important element in each step of advance, and that which stands out most conspicuously, is *simplicity*. This is illustrated in the simplicity of those discoveries which apply steam to the production of the most stupendous results, and electricity to the instantaneous communication of thought at immeasurable distances. The same element pervades every improvement of the day.

In the machinery of *language*, as in all other things, the demand is for *simplicity*. Those written languages which have been formed in modern times, as those of the Cherokees and Sandwich Islanders, partake so decidedly of this character, that a few weeks' study only is necessary for a native to learn to read them. The systems of Phonotypy and Phonography, and the favor which they find with the public, are evidence of the popular feeling on this subject. All the changes made in our language for the last hundred years have been on the side of simplicity, and the current is setting, every day, more and more strongly in this direction. We feel hampered, and fettered, and bound down, like struggling captives, by the redundancies, and inconsistencies, and anomalies, still abounding in our noble vernacular. We feel this the more sensibly, because in its capacities for expression and scope, it is so far above its kindred. Who would not, if the power were in his hands, purify and redeem it? What would be thought of one, who, in this practical age, should seriously propose to substitute *andd* for *and*; *lett* for *let*; *nough* for *now*; and *plough* for *plow*? But there is little danger of this, for, as we have stated, the current fortunately sets the other way, and public sentiment will ultimately accomplish the object in view. A nation of free minds and free hands, will not long be slaves to absurdity, because it carries the authority of age.

Impressed with the importance of simplifying our language, so as to adapt it to the wants of practical men in a practical age, Dr. Webster, with an enthusiasm and self-denial seldom equaled, commenced his philological labors. Among the objects which were presented to his discriminating mind, we will, at present, for the sake of illustration, mention but one, viz: the dispensing, as far as possible, with silent letters.

The question here presents itself,—if a new language were to be formed, would any rational being, of common sense, introduce, in its construction, any unnecessary element?—Would he use more letters to spell a word than are necessary? Would he write *musick* or *music*? *labour* or *labor*? *plough* or *plow*? *traveller* or *traveler*? Is there a man living who would not, for the same reason, if possible, so change usage, at this moment, as to dispense with every unnecessary letter? It was on ground like this, that Webster planted himself. He was aware that *usage* was the only law. Yet he hazarded the danger of personal disrepute for the hope of accomplishing good. In this he has abundantly succeeded, as his fallen enemies, in the shape of silent letters and anomalies, testify.

There are two points connected with this subject, which it is especially important to understand. One is, a distinction between the changes which Dr. Webster *proposed* merely, and those which have been *adopted*, and thus become a part of our language, according to the authority of *good usage*, the *only authority* on the subject. Of the former class, such as were *proposed* but never adopted by the public, we will mention, for example, *tung* for *tongue*, *doctrin* for *doctrine*, &c. Such were abandoned by Webster himself, for the best reason in the world, viz. because the public would not accept them. Of the latter class, we will mention such words as *music* for *musick*, *public* for *publick*, *labor* for *labour*, *favor* for *favour*, *traveler* for *traveller*, &c. These and others like them *have been adopted*, and have become a part of *good usage*. Webster's authority only claims those changes which are thus sanctioned, either wholly, or in part. This is the whole extent to which we go as advocates of Webster's system, and this is all, his works, as now published, claim. Another point, important to be understood, is, the distinction between advocating innovation or *fresh* changes, and supporting those improvements which we claim as sustained by usage. With Webster's original position we have nothing to do. He hazarded, and we reap the benefit of his hazard. *We* do not innovate, because we reap the benefit of what were *once* innovations, but have *now* become *settled authority*. There must be a first time to every thing. If there were no changes, there could be no improvement, although every change may not be an improvement. But we hold fast to those improvements of Webster which have been sustained by the public, and let the others go.

There is a class, however, who still advocate the old system, and cling to it with unconquerable

pertinacity. They oppose the improvements demanded by the spirit of the age, and seem to imagine that antiquity is the only source and evidence of merit. Among them, Mr. LYMAN COBB, of New York, has labored with much talent, industry, and perseverance. We admire his good qualities, and only wish that they were on the right side, and devoted to a better cause, than in opposition to the progress demanded by our practical age. He has, from his first appearance on the stage, warmly opposed every movement of Dr. Webster. He has published much in opposition to his views, and has labored hard to stem the tide of public opinion in favor of improvement, and, as we think, has thus done evil; but still the tide comes on, and even *he* has yielded in some little degree, and, if he lives as long as we hope he will, he will continue to yield, because he cannot help it. He has given up, after hard battling, the *k* in *musick, publick*, &c., and the *u* in *honour, favour*, &c., and we hope, that, even yet, he may be found on the right side in all other important points. But, as he now stands, we must conscientiously oppose the system which he advocates. We have already stated a very important reason for this position in the fact, that the old system is opposed to the spirit of the age. We may also add that it increases the labor and expense of education, and the time necessary to acquire it; and that it is *not* in accordance with good usage. We will, in a future number, more particularly examine these points.

For the School Friend.

On Teaching Arithmetic.—No. 10.

BY JOSEPH RAY, M. D.
Professor of Mathematics in Woodward College.

SIMPLE DIVISION.

Arithmetic is said to be founded on four fundamental rules,—Addition,—Subtraction,—Multiplication,—and Division. These, however, may be resolved into Addition and Subtraction. So that the whole science of Arithmetic is but a combination and development of two elementary principles, namely, increase and diminution. We have already seen that Multiplication is only a special case of Addition. In like manner Division is only a special case of Subtraction; that is, when one number called the divisor is repeatedly substracted from another called the dividend, until there is either nothing left, or a quantity remains less than the divisor; the number of subtractions made, or the number of times the divisor is contained in the dividend, being called the quotient (which signifies, *how many*, from the Latin *Quoties*.)

To explain the nature of division, suppose we have the following example:

It is required to divide 6 apples into lots of 2 each, and to find their number:

We begin by taking 2 apples from 6 apples, which leaves 4 apples. At the time of doing this we place a 1 alongside to denote that 2 has been taken out once. At each remaining subtraction we place a 1, and continue the operation, until there is either nothing left, or a quantity less than what we subtract.

	appl's
2	1
4	
2	1
2	
2	1
0	

By this operation we find that 2 apples can be taken 3 times out of 6 apples; or, in other words, that 2 apples are contained in 6 apples, 3 times.—In this case 2 corresponds to the divisor, 6 to the dividend, and 3 to the quotient.

We see also in this case, that the divisor and dividend are both of the same kind, and that the quotient is a number, being the answer to the question, How many times?

Again, suppose we have the following question: It is required to divide 12 apples equally between 3 boys; what number would each have?

At first it would seem that 3 boys is the divisor and 12 apples the dividend, and that the question requires us to perform the absurd operation of finding how often 3 boys are contained in 12 apples. A little reflection, however, will show the true nature of the operation.

If we give each boy *one* apple, it will require *three* apples to go round *once*, and as many times as we can take *three apples* out of *twelve apples*, just so many times can we furnish each boy one apple; and as we can take 3 out of 12 four times, each boy will receive *four* apples.

I have deemed it proper thus to attempt to show what is the true nature of the arithmetical operation termed division; and I would recommend that the first lesson on this subject to a class studying written arithmetic, that is, common, or, as it is sometimes termed, practical arithmetic, to distinguish it from mental arithmetic, should be to show them what division is, and that it is only a short method of performing subtraction, when one number is to be subtracted from another until there is either nothing left, or a remainder less than the number subtracted, and thus ascertaining the number of times the divisor is contained in, that is, can be taken out of, the dividend.

Some remarks on the method of performing the operation will form the subject of the next article.

School-House Architecture. No. 1.

In discussing the subject of School-house architecture, there are two methods that may be pursued. The first is to discuss the general principles, and afterwards apply them in the details and construction of different plans; or, second, to commence with a description of some of the most improved plans, and, after an examination of these, to proceed to an enumeration of the general principles that should govern in all cases, as far as practicable, in the location, construction, &c., of whatever plan may be adopted. We shall adopt the latter course.

Of the great importance of this subject to the health and happiness of the pupils and teachers, as well as to the general efficiency and success of any school, it is unnecessary here to speak. It is one with which every teacher and school officer should be well acquainted; and so far as we possess the power, we intend to furnish the means of information. Among the various publications on this subject that have issued from the American press within the last few years, the most extensive and able is the Journal of the Rhode Island Institute of Instruction, under the editorial management of Henry Barnard, well known as one of the most able and devoted Superintendents of Public Instruction in the United States. To this work we expect to be principally indebted for what we shall offer on this subject. We shall, however, only follow it so far as it is superior to other sources of information.

Plans of School-Houses.

In determining the details of construction and arrangement for a school-house, due regard must, of course, be had to the varying circumstances of country and city, of a large and a small number of scholars, of schools of different grades, and of different systems of instruction.

1. In by far the the largest number of country districts as they are now situated, there will be but one school-room, with a smaller room for recitations and other purposes needed. This must be arranged and fitted up for scholars of all ages, for the varying circumstances of a summer and of a winter school, and for other purposes, religious and secular, than those of a school, and in every particular of construction and arrangement, the closest economy of material and labor must be studied. A union of two or more districts for the purpose of maintaining in each a school for the younger children, and in the center of the associated districts a school for the older children of all, or, what would be better, a consolidation of two or more districts into one, for these and all other school purposes, would do away with the almost insuperable difficulties which now exist in country districts, in the way of comfortable and attractive school-houses, as well as thoroughly governed and instructed schools.

2. In small villages, or populous country districts, at least two school-rooms should be provided, and as there will be other places for public meetings of various kinds, each room should be appropriated and fitted up exclusively for the use of the younger or the older pupils. It is better, on many accounts, to have two schools on the same floor, than one above the other.

3. In large villages and cities, a better classification of the schools can be adopted, and, of course, more completeness can be given to the construction and arrangement, of the buildings and rooms appropriated to each grade of schools. This classification should embrace at least three grades—viz: Primary, with an infant department; Secondary, or Grammar; Superior, or High Schools. In manufacturing villages, and in certain sections of large cities, regularly organized Infant Schools should be established and devoted mainly to the culture of the morals, manners, language and health of very young children.

4. The arrangement as to supervision, instruction and recitations, must have reference to the size of the school; the number of teachers and assistants; the general organization of the school, whether in one room for study, and separate class rooms for recitation, or the several classes in distinct rooms under appropriate teachers, each teacher having specified studies; and the method of instruction pursued, whether the mutual, simultaneous, or mixed.

Since the year 1830, and especially since 1838, much ingenuity has been expended by practical teachers and architects, in devising and perfecting plans of school-houses, with all the details of construction and fixtures, modified to suit the varied circumstances enumerated above, specimens of which, with explanations and descriptions, will be here given.

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Plan, &c., recommended by Dr. Alcott, and by the American Institute of Instruction.

In 1830 the American Institute of Instruction offered a premium for the best Essay "*On the Construction of School-houses,*" which was awarded in Aug. 1831, to Dr. William A. Alcott, of Hartford. The Prize Essay was published in the proceedings of the Institute of the same year, together with a "*Plan for a Village School-house,*" devised by a Committee of the Directors of the Institute.

The plan of the school-room recommended by Dr. Alcott, although less complete in some of its details, is substantially the same as that recommended by Mr. Mann, and can be easily understood by reference to the cut of the latter on this page. The room, to accomodate 56 pupils, each with a separate seat and desk, and from 8 to 16 small children with seats for two, should be 40 feet long by 30 wide. The teacher's platform occupies the north end of the room, which all the scholars face when in their seats. Each scholar is provided with a seat and desk, (each 2 ft. by 14 inches,) the front of one desk constituting the back of the seat beyond. The top of the desk is level, with a box and lid for books, &c. The aisles on each side of the room are 2 feet wide, and those between the ranges of seats and desks are 18 inches. A place for recitation, 8 feet wide, extends across the whole width of the room, in the rear, with movable blackboards. The room can be warmed by a stove, placed as in the cut referred to, or by air heated by a furnace or stove in the basement. The room is ventilated by openings in the ceiling. A thermometer, library, museum, &c., are to be furnished.

In the "*Plan for a village School house,*" the school-room is 48 ft. long by 35 wide, to accommodate eighty scholars with separate seats. The details of the arrangements are nearly the same as were at that date recommended for schools on the Lancasterian plan, and as are now recommended by the British and Foreign School Society —except that the floor of the room is level, and the seats are provided with backs. In the explanations accompanying the plan, the Directors recommend, that in villages and populous neighborhoods, the children be classified according to age and attainment into a series of schools, and that appropriate rooms for each school be provided.

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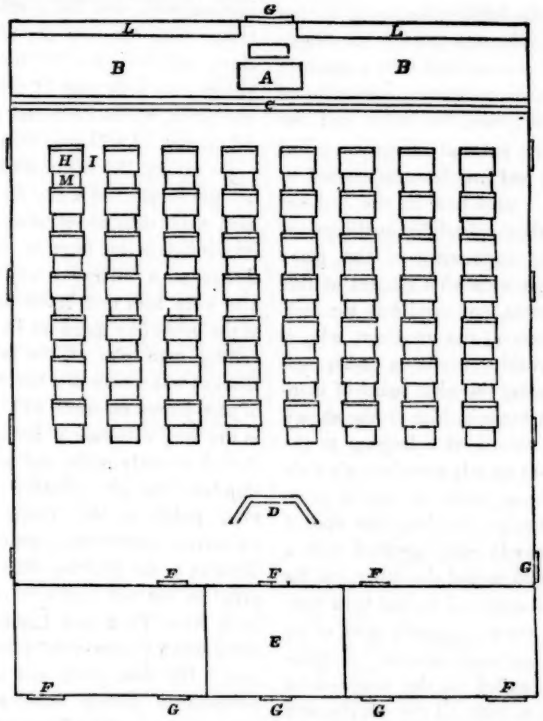
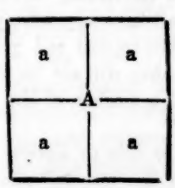
Plan recommended by Horace Mann.

In 1838, Mr. Mann submitted a Report on School-houses, supplementary to his "First Annual Report as Secretary of the Massachusetts Board of Education," which discusses the whole subject of school architecture with great fullness and ability. This document may be found entire in the Massachusetts Common School Journal, Vol. 1., and nearly so, in the Connecticut Common School Journal, Vol. 1., and the New York District School Journal, Vol. 3. It fixed public attention on the defects of these edifices, and has led to extensive improvement all over that Commonwealth. During the five years immediately following its publication, over $516,000 were expended in the construction of 405 new houses, including land, fixtures, &c., and over $118,000, in the substantial repairs of 429 more. The larger portion of the first sum has been expended in the cities and large villages in the eastern part of the state, where may now be seen specimens of the best school-houses, and the best schools, in our country. The following plan embodies substantially the views submitted by Mr. Mann, in his Report.



A. Represents the teacher's desk. *B B.* Teachers platform, from 1 to 2 ft. in height. *C.* Step for ascending the platform. *L L.* Cases for books, apparatus, cabinet, &c. *H.* Pupil's single desk, 2 ft. by 18 inches. *M.* Pupil's seat, 1 ft. by 20 inches. *I.* Aisles, 1 ft. 6 inches in width. *D.* Place for stove, if one be used. *E.* Room for recitation, for retiring in case of sudden indisposition, for interview with parents, when necessary &c. It may also be used for the library, &c.— *F F F F F.* Doors into the boys' and girls' entries—from the entries into the school-room, an from the school-room into the recitation room.— *G G G G* .Windows. The windows on the side are not lettered.

To avoid the necessity of fitting up the same school-room for old and young, and the inefficiency of such country schools as we now have, Mr. Mann proposed in this Report a union, for instance, of four districts which did not cover more than four square miles, and the erection of four primary school-houses (a a a a) for the younger children of each district, to be taught by female teachers, and one central high school, (A) for the older children of the four districts, taught by a well qualified male teacher. This plan is recommended for its wise use of the means of the districts, and the efficiency of the instruction given.



Locke Amsden and the School Committee.

We extract the following article from a well written and instructive tale, entitled "Locke Amsden, or the Schoolmaster." Although the scene is professedly laid in the northern portion of the Union, the characters, and many of the circumstances connected with Amsden's experence in teaching, may be found in the West and South as well as in the North. Our limits do not at present permit an extended analysis of the work. The main action, however, consists in the keeping of two district winter Schools. And the incidents connected with these furnish the means of exhibiting the mischiefs of bad schools and the advantages of those which are good. Among the many interesting scenes through which the hero of the tale passes is that of an examination in connection with a competitor before a School Committee. How many school directors in the West correspond to the following picture we are unable to say;—we hope, for the sake of education, that their number is limited.

Upon inquiry of the bustling keeper of the inn where he stopped, Locke was told that the village school had not yet been supplied with a teacher; and that the managing committee, consisting of the merchant of the place, the tailor, and the newspaper editor (for a political newspaper, called *The Blazing Star*, had just been established in this miniature city) "were now on the look-out to engage a man of those splendidest qualifications which the growing importance of the place demanded." Though somewhat startled at this pompous announcement, our candidate yet took directions to the house of the merchant, who, it was said, would probably exercise a rather controlling influence among this able board of managers. A few steps brought him to the showy white house before named, as belonging to the popular personage—as an only merchant of a little village generally is—of whom he was in quest. On applyihg the knocker, the door was opened by the merchant himself, who appeared with a pen behind his ear, and invited the other into his sitting room, where, it appeared, he had been posting his books. He was a youngerly man, of an affectedly brisk and courteous manner. Supposing his visitor had called for the purposes of trade, he received him with all the smirks and bows of a practiced salesman, and began to talk rapidly about nothing—i. e. the state of the weather, and the condition of the roads for traveling. As soon, however, as Locke announced his name and business, he suddenly became much less profuse of his bows and smiles, and, assuming a consequential air, observed,—

"Why, sir, we are not over-anxious to engage a teacher just now—though, to be sure, we have so many applications pressing upon us that we shall be compelled to decide soon. But you see, sir, we have a flourishing village here. It is thought we shall have an academy soon. There are many public-spirited and genteel people in the place; and they will not be suited with any thing short of a teacher of the most superfine qualifications."

"I trust to be able to answer all reasonable expectations, in that respect," remarked Amsden, scarcely able to repress a smile at the other's singular application of terms.

"Presume it—presume it—that is, can't say to the contrary. But do you bring any letters of credit with you?"

"Credentials? I have something of the kind about me, I believe; but having seen how easily they are obtained, and how little reliance the public place upon them, I thought not of offering them, preferring to be examined, and not doubting that your committee would be abundantly able to satisfy yourselves of my qualifications by such a course much better than by a dependence on the certificates of others."

"That's fair—that's fair, sir. Why, to be sure, I profess to know something myself of education, having been to an academy a quarter before entering business; and the gentlemen who are committee with me, one the editor of the *Blazing Star*, and the other the merchant tailor of our village, are both men of some parts—especially our editor, whom I consider to be a man of splendid talents. I will send for them, sir."

So saying, the merchant committee-man went out and despatched a boy for his colleagues, who soon made their appearance, and were thereupon introduced, in due form, to our candidate for the throne of a village school. The new-comers also were both men below the middle age. He of the goose (we mean no disrespect to that honest calling, who take all the jokes and get all the money) was a man of a fair, feminine appearance, of pert, jaunty manners, and of showy dress, done in the very extremes of last year's city fashions, though recently made, and now worn as a sort of sign-board sample to display constantly before the great public of Mill Town Emporium, and its tributaries, convincing proof of his standing advertisement in the *Blazing Star*, "to be always prepared to cut and make to order after the very latest New York and London fashions." The editor was a personage of quite a different appearance. He was grave and severe of look, his countenance plainly indicating how deeply he was conscious of the important responsibilities of his position, as conductor of the *Blazing Star*, on which the political destinies of the country so much depended.

The sage trio, who were to decide on our hero's qualifications in the sciences, being thus brought together, the merchant announced to his colleagues the cause of the convocation, and the progress already made in the business on hand.

"Do you teach after the latest style and fashion of teaching, sir?" commenced the tailor, "there must be much in that, I think. There is nothing like keeping up with the improvements and latest styles of the times, if one calculates to succeed, in almost any thing, at this day."

"As far as I could see changes to be improvements, I certainly should follow them," replied Locke.

"Do you teach book keeping?" asked the merchant: "I consider that to be of the last importance."

"Literally, so do I, sir. An understanding, and mechanical skill of execution, of the principles of penmanship, I consider of the first importance; and, these attained, it may be lastly important that the pupil be instructed in book-keeping," answered Locke, without observing the air of pique which became visible in the countenance of the interrogator at this answer.

"I feel impelled by my sense of duty to my country," said the editor, "to make a preliminary question. And I trust the gentleman will excuse my desire to know which of the two great political parties of the day he supports. This I would not consider a *sine qua non*, or even very important, at some periods in our public affairs; but when, as now, I see an obnoxious party power stalking through the land, like the besom of destruction, to overthrow the sacred liberties of the country, I do hold it an imperious duty to know the principles of those we encourage; not because I should fear that one of that party, whose further increase I so much deprecate, could exercise a pernicious influence in our intelligent village, where, since the establishment of the *Blazing Star*, the political views of the people, I am proud to say, are so generally correct—no, not at all on that account, but for the inherent principle of the thing."

"I have never," replied Locke, utterly surprised that a test-question of this kind should be put to him, "I have never, till within the present year, been qualified by age for a voter. I have examined the leading principles of our government, it is true, and I much admire them; but, supposing that the opposing parties of the day were mainly agreed in their aims to sustain those principles, and were, after all, only disputing about men, or at the worst, the different means of gaining the same end, I have so little interested myself in party questions, that I have as yet formed no decided preference for either side."

"You are mistaken, sir," rejoined the editor. "If you suppose that both parties are for sustaining the same prineiples, you are most"—

The speaker was here interrupted by a smart rap of the knocker without. The merchant sprang to the door, and soon ushered into the room a personage alike unexpected and unknown to all present. His appearance at once showed him to be a person of many airs, with no lack of confidence in himself. He carried a tasselled cane, and wore a showy safety-chain, with an abundance of watch-seals, to say the least, dangling from his pocket, while his dress was what has significantly been termed the shabby-genteel. After inquiring if the gentlemen present were the school committee, he announced his business, which, to the surprise, and, it must be confessed, somewhat to the uneasiness of our hero, proved to be the same that had prompted his own call. The committee, however, seemed very far from looking upon the

visit of the stranger as an intrusion; and, apprising him that they had just commenced the examination of one candidate, they told him "the more the merrier," as it would afford them a bettter chance for selection, and invited him to make number two; which being assented to, they proceeded with the examination.

"What are your views, Mr. Blake—for that, I think, you told me was your name"—said the editor, whose mind was still running on the subject on which he was about to be eloquent, when interrupted by the entrance of the new candidate; "What are your views of the propriety of instilling correct political principles into the minds of your pupils, who are the rising generation, and soon to wield the destinies of our glorious republic?"

"I hold, sir," replied Blake, who, it appeared, had cunningly inquired out the calling, politics, &c., of each of the committee, before coming near them,—"I do hold, though others may disagree with me, that it is rather important to attend to the particular you have instigated, sir. I'm always open in my politics. I read several articles in a newspaper over at the tavern, just now, while waiting for my dinner, that speaks my sentiments on that head exactly."

"What paper was it?" eagerly asked the editor.

"I didn't mind particularly," replied the other, with an affected carelessness; "but I think it was the Star, or some such title."

"The Blazing Star?" said the former, with a complaisant bow.

"The same," rejoined Blake, "the very same; I now recall it."

"That is the paper, sir, which I have the honor of conducting," said the other, with another bow, and a gracious smile.

"Indeed! Why, sir," said Blake with pretended embarrassment, "why, sir, had I supposed—but I was so struck with the able—I hope you will pardon me, sir, for introducing"—

"O certainly, certainly, sir," interrupted the editor. "I feel myself both flattered and gratified by your opinions. There, gentlemen," he continued, turning with a triumphant air to his two associates, "I have done what I considered my duty with the candidates, on the point in which I feel a deep interest. I am now willing to turn them over to you, for examination in the sciences."

"I should like to hear what Mr. Blake thinks about book-keeping in a school, since I have the misfortune to disagree with the other gentleman here," said the merchant.

"Book-keeping?" said Blake, instantly catching a hint from the last part of the other's observation. "O, book-keeping is quite essential—quite, sir, quite; I always learn it to my pupils."

"I think so; I think it's an important item in the account," responded the merchant, glancing round at his colleagues, significantly, as he threw himself back with a self-satisfied air.

"I have a boy," said the tailor, "whom is pretty cute in grammar, as all allow; and I would be pleased to hear the gentlemen explain on that department, and tell whether their mode and manner of teaching it is of the latest style?

Mr. Blake here being not so prompt as usual in taking the lead, Amsden briefly but clearly explained the first principles of English Grammar, the object and uses of that branch, and his manner of teaching it by the text-books of Murray and others. The other candidate, after waiting till pressed to give his views in so pointed a manner, that he saw no way to avoid saying something on the subject—with some hesitation observed,

"Well, gentlemen, my notions about grammar may be different from others, perhaps, yours. Now my sentiments is something like this:—the true use of grammar is to learn 'em sense. Well, in what the gentleman here calls parsing Syntax, *I*, now, should make my scholars find out the sense of a piece. And if they can do that, it is all I should require; because the only use of grammar being to learn 'em the sense, as I said, why, the work is done, an't it? I take it so, gentlemen. But suppose they can't do this, then I should take the piece in hand myself; and if I could not make sense out of it, then I should call it false grammar, that's all. So when I have my scholars write compositions, I square the grammar of their pieces upon the sense they contain; for when there's sense, there must, in course, be grammar; and visy versy. Now that's my system, gentlemen. For I have no notion of spoiling sense to make it fay in with book rules; but I make the grammar come down to the sense, not the sense give up to the grammar."

"Just my sentiments to a shaving!" exclaimed the merchant. "I used to study grammar when at the academy, and bothered and bothered to parse by the rules; but I never could see the use of it. And now, in my business letters, I never think of trying to write by any of the rules I learnt; and yet I write grammar, because I write sense, as he says. Yes, them's my sentiments about grammar."

"Well, it does look kinder reasonable," said the tailor, "though my boy learnt the rules, syntax, and catemology, and all; and I don't know what he would say to leaving 'em off. But perhaps this way of teaching grammar the gentleman speaks of is some new imported fashion, that's soon to be all the style?" he added, inquiringly looking at the patent grammarian who had just before spoken.

"Precisely," answered the other, with a conciliating nod; "it is indeed, sir, a new system, of the very latest cut."

"I am satisfied, then, sir," rejoined the other.

"Which is the most useful rule in the arithmetic, Mr. Amsden?" asked the merchant. "I profess to know something about that myself."

"Why, that would be nearly as difficult to tell, I imagine, as regards all the fundamental rules, as it would be to point out the most useful wheel of a watch, in which all the wheels are required to keep the whole in motion," replied Locke.

"Now I don't think so," said the questioner; but I'll ask Mr. Blake?"

"O, I say the rule that helps a man the most to do business by, and you know quite well what that is, I fancy; for you tell what the articles you sell come to by that," observed Blake, obsequiously bowing to the merchant.

"Ay; I see you are a practical man, Mr. Blake," here chimed in the editor; "and such men are the very nerves and sinews of our republic."

"I care less about that," rejoined the merchant; "but I must say I approve the gentleman's views of grammar and arithmetic. But suppose we now pass on to Geography—

"How do you bound the Polar Sea, M. Amsden?"

"Which Polar Sea?" asked Locke, quite innocently.

"Why, the Frozen Sea, to be sure," said the other.

"I must still ask to which Polar or Frozen Sea you refer, sir, before I can answer your question," said the former; "the Northern or Southern?"

"Well, that beats me," observed the erudite dealer; "I had supposed the Frozen Ocean was, of course, in the north; for we all know that the farther we go north, the colder it is; and the farther we go south, the warmer it is. Don't you think so, Mr. Blake."

"Why, I had thought so, certainly," responded Blake, glancing at Amsden with a supercilious smile—"not that I have any wish to expose any body's ignorance, by any means; but being appealed to in the matter, so, it's but civil to answer the question. And, now I am speaking on the subject of geographical literature, I may as well, gentlemen," he continued—deeming it now a favorable time to press the advantage he supposed he had gained over his rival, by an extra display of his erudition—"I may as well tell you at once, that I rather pride myself on my knowledge of terrestrial geography, and my improved mode of teaching it. I teach it almost entirely by maps, and the map-making process. And it would astonish you to see how quick scholars, in this way, will become accomplished geographians. I learn 'em, in a very short time, also, to make the most splendid maps, equal, nearly, to the printed ones, of all sorts and sizes, both on Mercator's project, as they call it, and on the principle of circular latitudes. Nor is this but a small part of the embellishments I teach my scholars, when they have the proper instruments to work with. There's the problems and the circles, the squares, triangular geometry, ovals, perspective configurations, and a thousand curious things, I could teach, if I only had the instruments; such as

Gunter's dividers, circumflutors, and the like. And then I would teach musical psalmody, of evenings, for nothing, which, as I see you are about building a new church here, might be an object. In short, gentleman, I should be very happy to add my best powers in accomplishing your children, and helping to build up your flourishing village. But I leave the decision to you, gentlemen, with the greatest pleasure; because I have discovered you to be men of the most ecstatic discernment."

As soon as the speaker had fairly delivered himself of this learned harangue, Amsden, who knew not which most to admire, the effrontery and ignorance of the fellow, or the ignorance and blindness of the committee, who seemed so ready to swallow all he said—inquired if there was not some man of science in the place, who could be called in to conduct the examination, and assist the committee in deciding upon the merits of the applicants now before them. This inquiry, as reasonable and fair as was its obvious object, produced, as a close observer might have easily seen, considerable sensation in the before well-assured mind of Locke's exulting competitor; and his uneasiness was the next moment increased into downright apprehension, by a remark of the tailor, who, in a rather hesitating manner, said,—

"Why there's the minister that preaches half the time here—and he's now in the place, I guess. He's a college-learnt man, they say, and would be willing to come in, perhaps, if—"

"Why, if these gentlemen," interrupted Blake, rising in visible agitation, "if these gentlemen don't consider themselves capable of deciding on our qualifications and embellishments, then, I say, I am willing—perfectly willing, I say, to"—

"Well, I am not," interposed the luminous head of the *Blazing Star*, with much decision. "I shall most pointedly object to that measure. I should consider it as no less than involving an approach to a sanction of that never-to-be-enough reprobated doctrine of the union of church and state. And I should raise my voice"—

"Ah! I think we can get along," said the merchant, breaking in on the latter, and now rising and looking at his watch with an impatient and irritated air, "I think we can get along without the help of the minister in this business. And if the two gentlemen," he continued, with a discriminating gesture, "will step into the other room, or over to the tavern, we can probably come to a decision of the case without much trouble, I think."

The two candidates accordingly retired,—Blake into the adjoining room, and Amsden, as was doubtless intended, to the tavern,—to give to the astute trio of examiners an opportunity for private deliberation.

"Shall we mark, gentlemen?" said the merchant, cutting three separate slips of paper, and passing two of them to his colleagues, with a pencil, that each one might write the name of the candidate he would select, and present it for comparison with those of the others, after the manner of appraising a horse.

"Well, if I was fully satisfied of Mr. Blake's grammar"—said the tailor, doubtingly, holding his pencil over his paper.

"I am satisfied about it well enough for my case," observed the merchant, dashing down the chosen name with a decisive sweep of the hand.

"And so am I," responded the editor; "and what is more, he is sound in political principles, to the core."

"O, I an't strenuous, gentlemen," said the tailor, following the example of the others in filling up the blank.

The three slips with the written sides downward, were held up together, and turned over, bringing the name on each to view. And it was —*Blake—Blake—Blake!*

"As I supposed," said the merchant; "just as I knew it must be. Boy," he continued, opening the door leading into the kitchen, "you may step over to the tavern, and say to the gentleman who just went from here, that he needn't trouble himself to call again."

Character of a Gentleman.

Dr. Lieber, of the College of South Carolina, in a recent address, made the "*Character of the Gentleman*" the subject of an excellent discourse. If space permitted, the address should exhibit its good points by abundant extracts; in the absence, however, of large quotations, we give the following:

"I have stated already that the forbearing use of power is a sure attribute of the true gentleman; indeed, we may say, that power, physical, moral, purely social or political, is one of the touchstones of gentlemanship.

"The power which the husband has over his wife, in which we must include the impunity with which he may be unkind to her; the father over his children; the teacher over his pupils; the old over the young, and the young over the aged; the strong over the weak; the officer over his men; the master of a vessel over his hands; the magistrate over the citizens; the employer over the employed; the rich over the poor; the educated over the unlettered; the experienced over the confiding; the keeper of a secret over him whom it touches; the gifted over the ordinary man; even the clever over the silly—the forbearing use of all this power or authority, or a total abstinence from it, where the case admits it, will show the gentleman in a plain light.

"Every traveler knows at once whether a gentlemanly or rude officer is searching his trunk. But the use of power does not only form a touchstone; even the manner in which an individual enjoys certain advantages over others is a test. No gentleman can boast of the delights of superior health, in presence of a languid patient, or speaks of great good luck, when in hearing of a man bent by habitual misfortune. Let a man who happily enjoys the advantages of a pure and honest life, speak of it to a fallen criminal fellow-being, and you will soon see whether he be, in addition to his honesty, a gentleman or not.

"The gentleman does not needlessly and unceasingly remind an offender of a wrong he may have committed against him. He can not only forgive, he can forget; and he strives for that nobleness of soul and manliness of character which impart sufficient strength to let the past be truly past. He will never use the power which the knowledge of an offense, a false step, or an unfortunate exposure of weakness give him, merely to enjoy the power of humiliating his neighbor. A true man of honor feels humbled himself when he cannot help humbling others."

Obeying Instructions.

A novel case of obeying orders literally, recently occurred in a neighboring county. A gentleman who carries on a pretty extensive farm, purchased a fanning mill, at a cost of some $30. One of his men came to him shortly after the purchase, and complained that the mill did not work well. "Try it again," said the owner, "and if it still prove bad, take it into the road, fill it with straw, and burn it." On the second trial, it did not work, and accordingly he burned it as directed. A few days after, the gentleman asked his man how the fanning-mill operated. "I tried it again," he replied, "and had no better success than before, and so I set fire to it."—"That was right," said the owner, with an emphasis. "You are the first man I ever had who would mind me; you shall hereafter have an increase of wages."

Free Translations.

Brother *Stevenson*, of the *Atlas*, gives an amusing college recollection of Lieut. *Alex. Hays*, of *Resaca de la Palma* and *Palo Alto* memory, and one of his classmates, who being solicited to read a Latin lesson, by one of those indolent fellows who abound in every college, took up the passage which described Cæsar stationing his barbarian allies according to his plan of battle, "*In qua ratione Cæsar distribuit homines barbaros*," and with most imperturbable gravity rendered it, "In distributing rations, Cæsar gave hominy to the barbarians."

This recals to my remembrance two diverting *translations* of the same nature.

A pupil at one of our academies, reading Cæsar's commentaries, came to the words "*Cæsar transit Alpes summa diligentia*," which to the master's astonishment, he translated "Cæsar crossed the Alps on the top of a diligence."

Another in the same class translated the well known proverb, "*nemo omnibus horis sapit*," as follows—"Nobody knows at what hour the omnibus starts."

Perhaps the best as well as the freest translation of a Latin phrase, was given by a Cincinnati law student, who rendered "*nemo repente fuit turpissimus*" by paraphrasing it, "Nobody can become a lawyer without practice."—*Cist's Advertiser.*

Scientific.

Depth of the Ocean.—At the recent annual meeting of the Association of American Geologists and Naturalists sitting in Boston, Commander Wilkes, U. S. N., made a communication upon the subject of the depth and the saltness of the ocean. The maximum depth has never been attained. Capt. Ross sounded 4,600 fathoms, about 27,000 feet, and got no bottom. There are great difficulties attending sea-soundings. Bottom has been obtained in 2,000 or 3,000 fathoms. Experiments show that the great valleys of the ocean run at right angles to the ranges near our coast. The basins of the southern hemisphere dip and rise alternately from the equator towards the pole, causing very unequal depths of water, Captain Wilkes hoped that some means would yet be discovered to sound by means of the explosion of a shell.

The mean temperature of the ocean is 39,5°; in latitude from 54° to 60° south, the temperature is the same at top and bottom. It has been asserted, as the result of experiments, that the mean temperature of the Mediterranean is 55 degrees.

Experiments were made by Capt. Wilkes upon the penetration of solar light. A pot painted white was let down into the water, and the point of invisibility marked; upon taking it out, the point of visibility was marked, and the two were found to vary but a fathom or two. In water of 36 degrees, the pot disappears at six fathoms—in water of 76 degrees, at thirty fathoms—in the Gulf stream, at twenty-seven fathoms—just outside of of it at twenty-three fathoms.

Electrotyping.

The precipitation of metals by Galvanism, or Electrotyping, was the subject for conversation at a late meeting of one of the Scientific societies of New Jersey. The process, as described in the Newark Advertiser, is as follows:

The original and very simple method of effecting the precipitation, is to have a vessel with two apartments, the division being made of a piece of leather, or any porous substance; into one apartment pour a weak solution of sulphuric acid and water, and into the other a saturated solution of sulphate of copper [blue vitriol.] Then place zinc, fastened to a piece of copperwire, into the acid, and upon the other end of the wire fasten a coin, or any article to be copied or coated, and bend it over so as to rest in the solution in the other apartment. The metal will gradually be precipitated upon the coin, and in a short time will form a thick copper scale having a perfect copy of the face of the coin. If any part of the coin is varnished or covered with wax, the metal will not touch that part. So accurate will be the copy that the most minute lines will appear—even the marks of one's thumb—if left upon the coin—copies of daguerreotype pictures, the lines of which are too fine to be felt, have also been taken. It has also been used to take copies of engraved plates, giving as perfect pictures as the original plate. The copper can also be precipitated upon paper in the same manner, if the paper be previously coated lightly with plumbago.

Mr. Farraday, the English philosopher, made an improvement by which any metal may be precipitated, and Mr. Cornelius, of Philadelphia, a lamp maker, has also made some improvements by which he gilds and silvers his articles in such a manner that they can be burnished. A button-maker in New York is also making what he calls treble gilt buttons in this way, and they are considered as durable as if gilded in the old way. But in these cases a galvanic battery is used, and by this it estimated that a six-penny piece can be made to coat a surface covering an acre.

Platina has also been precipitated, and those wishing a metal not vulnerable to acids, can by coating it with platina, prevent it from being acted upon, even by concentrated nitric acid.

Height of Water in the Lakes.

The water in the upper lakes is a foot lower than it was last year, and nearly three lower than it was five years ago. This, with the accumulation of sand at the mouths of our harbors, renders them much less easy of access than they have been for some years. On the other hand, the water of lake Ontario is continually growing higher. This fluctuation is constantly going on, the greatest variation being about ten feet. The water has been known to rise eighteen inches in one year at the mouth of the Genessee, but this was unprecedented. This rise and fall of water has been much speculated upon, and is as much a wonder of wonders as the continual rise of land in Norway and Sweden, which has risen 1800 feet in the last 1200 years.—*Chicago Tribune.*

Scorched Steps.

Toward the end of autumn may be observed in the fields marks of footsteps, which appear to have scorched the grass like heated iron: this phenomenon was formerly regarded with superstitious dread, but can now be explained on very simple chemical principles. When the grass becomes crisp by frost, it is exceedingly brittle, and the foot of a man or even of a child, is sufficiently heavy to break it completely down, and effectually kill it; therefore, when the sun has thawed the frosty rime from the fields, these foot tracks appear brown and bare in the midst of the surrounding and flourishing green grass.

Cold Bedrooms.

A person accustomed to undress in a room without a fire, and to seek repose in a cold bed, will not experience the least inconvenience, even in the severest weather. The natural heat of his body will very speedily render him more comfortably warm than the individual who sleeps in a heated apartment, and in a bed thus artificially warmed, and who will be extremely liable to a sensation of chilliness as soon as the artificial heat is dissipated. But this is not all; the constitution of the former will be rendered more robust, and far less susceptible to the influence of atmospherical vicissitudes than that of the latter.—*Journal of Health.*

Abstemious Diet.

Many cases of illness, both in adults and children, may be readily cured by abstinence from all food.

Headaches, disordered stomachs, and many other attacks, are caused often by violating the rules of health, and in consequence, some part of the system is overloaded, or some of the organs clogged. Omitting one, two or three meals, as the case may be, gives the system a chance to rest, and allows the clogged organs to dispose of their burdens. The practice of giving drugs to "clear out the stomach," always weakens the system, while abstinence secures the good result without any injury.

Said a young gentleman to a distinguished medical practitioner in Philadelphia,—"Doctor, what do you do for yourself, when you have a turn of headache, or other slight attacks?"

"Go without my dinner," was the reply.

"And if that does not cure you, what then?"

"Go without my supper."

"But if that does not cure you, what then?"

"Go without my breakfast. We physicians seldom take medicines ourselves, or use them in our families, for we know that starving is better; but we cannot make our patients believe it."

Many cases of slight indisposition are cured by a change of diet. Thus, if a person suffers from constipation, has headache, slight attacks of fever, or dyspepsia, the cause may often be removed, by eating rye mush and molasses, baked apples, and other fruits.—*Domestic Receipt Book.*

Beautiful Sentiment.

The late eminent judge, Sir Allen Park, once said at a public meeting in London: "We live in the midst of blessings till we are utterly insensible of their greatness, and of the source from whence they flow. We speak of our civilization, our arts, our freedom, our laws, and forget entirely how large a share is due to Christianity. Blot Christianity out of the pages of man's history, and what would his laws have been—what his civilization? Christianity is mixed up with our very being and our daily life; there is not a familiar object around us which does not wear a different aspect, because the light of Christian love is on it—not a law which does not owe its truth and gentleness to Christianity—not a custom which cannot be traced in all its holy healthful parts to the Gospel."

THE SCHOOL FRIEND.

CINCINNATI, DECEMBER 1, 1847.

To Correspondents.

We have received several communications intended for insertion in this paper, which, though well written, seem to possess merely a local interest. The writers have our thanks for their articles, as well as for the manner in which they were submitted to our disposal. As it is impossible for us to publish all the articles that we receive, we prefer those that will interest the largest number of readers.

C. is informed that we should like to see the series of essays that he proposes to write. Let each article be short and to the point. His last communication is received, but we have not yet had time to examine it.—It is not, however, of a character suitable for our pages.

D. B., of Norfolk Co., Va., is entirely at liberty to have the article republished to which he refers. The community, generally, have many false views on the subject of education, none of which is more common than that the greater the number of hours a child is confined in a school room, the more knowledge he must acquire. Correct views on this subject cannot be too widely spread.

We have several queries, mathematical questions, &c., which will be noticed hereafter.

Missing Numbers--The Post Office.

We have recently had numerous complaints with regard to the failure of our paper to reach its destination. We are entirely unable to determine the precise cause of the difficulty;—it probably lies with some of the large distributing post offices; in no case, we presume, so far as we are informed, with the respective offices where our readers receive their papers.

So far as we are concerned, it is proper to state, that the greatest attention is paid to mailing the papers regularly and carefully, so that nothing is wanting on our part to secure their safe transmission.

In reply to the numerous applications for the first number of the present volume, we would again state, that, although a much larger edition was printed than we supposed would be necessary to meet the demands for it, the increase of the number of readers desiring to begin with the present volume has been so great, as soon to exhaust all we had. This will explain to those who may not receive it, the cause of our inability to comply with their requests.

Arithmetical Humbugs.

Some time since, there appeared in the New York papers an account of an individual who possessed surprising powers of calculation. Soon after this, the same individual came out in a regular advertisement, stating what he could do, and also offering, on the receipt of $10, to forward a set of rules which would enable any person to perform the same calculations with the same facility. Among other wonderful feats which he proposed to furnish rules for performing, were the following:

"1st. Let a column of figures, say 3000 in length and 10 or 20 in breadth be placed before me, and in less than 5 seconds of time I will give the sum total—always commencing on the left hand side to place the answer down.

"2d. Let a sum be written in multiplication, with 1000 figures in the multiplier and as many in the multiplicand, and I will commence on the left hand side, and write the product underneath on one line, as fast as the figures can be written down.

"3d. Let a sum be written in division, with any large amount for a divisor, and I commence writing down the remainder first, then the quotient. Fractions of every denomination can be summed up instantly, without reducing them to a common denominator. These rules can be learned in one half hour by any person having the printed instructions."

Strange as it may seem, there were found numbers who supposed it possible that the above feats could be performed. From a recent number of the New York Enquirer, we learn, however, that the humbug has at length exploded, and we suppose that calculations will continue to be performed in the old fashioned way.

While on this subject it is proper to remark that arithmetical humbugs of smaller dimensions than the preceding, have occasionally presented themselves to the notice of teachers in the west. One of these made a somewhat extensive tour, a year or two since. The name of the individual we do not exactly recollect, but the humbug was called "Canceling." This, as is well known to most teachers, is a common and useful operation in arithmetic, the essential principle of which is, that when any number is to be multiplied and divided by two or more numbers, if the multipliers and divisors are resolved into their prime factors, those factors which are common to both may be canceled, or left out.

This is all very good, but the individual in question had the effrontery to represent that it embraced nearly the whole science of Arithmetic, and that in few lessons, (about four or five, of an hour each) he could render any person, acquainted with the elementary rules, a good arithmetician. With him, canceling was every thing. To hear him talk, one would suppose that he thought all science consisted in canceling, and that he was the discoverer of the principle itself. The better to humbug the credulous, he had a number of particular examples in multiplication and division of vulgar fractions, in which the terms were made up of composite numbers, containing common factors, so arranged that the operation could be exhibited to the best advantage. In several places in this region he succeeded in obtaining classes, from each member of which he received about five dollars, for which he gave about four or five hours instruction, and which, in most cases, left the pupil about as wise as when he began. Not the least amusing part of the whole affair, consisted in the fact, that, while the individual could scarcely utter a sentence without saying cancel, he did not properly understand the sub ject himself. He attempted to explain the principle by saying, that the operation was analogous to that of taking equal weights from a pair of scales in a state of equilibrium. But every enlightened teacher knows that instead of its being a case where equals are subtracted from equals, it is one in which two quantities having a certain relation to each other, (generally not one of equality) are both divided by the same number, which does not change their relation.

Burnet's Notes

On the Early Settlement of the North Western Territory. One Vol. 8vo. price $2,50. Cincinnati: Derby Bradley & Co.

It was formerly the practice in many of our higher schools, to spend a considerable portion of time in teaching the history of foreign countries, while that of our own was either entirely neglected, or received but partial attention.

This doubtless arose from the fact that the date of our nation in history was but recent, and that a large portion of our people still associated their history with that of the several European nations, from which they respectively derived their descent.

If that, formerly, was a sufficient reason for neglecting the history of our own country, it is now no longer such. American History should be familiar to every well educated American citizen, and every intelligent resident of the West should feel a pride in possessing an intimate acquaintance both with its early and more recent history.

The volume before us will be regarded as an interesting and valuable addition to the historical literature of the West. The author is well known as having been an actor in many of the scenes which he describes. In the language of the poet he may truly say

"All which I saw, and part of which I was."

Though the work was not intended for schools, it should occupy a place in the library of every intelligent citizen.

Key to Mitchell's Geography,

By James E. Carroll. Philadelphia. Thomas, Cowperthwaite, & Co., 1847.

This is a book which is principally designed as an aid to teachers and private learners. It contains full answers to all the questions on Mitchell's School Atlas, with much additional information derived from the highest authorities.

This work has received the commendation of persons of the highest intelligence; and so far as we can judge from a hasty examination, the author has performed his task in such a manner as to reflect great credit on his judgment and ability.

There is some difference of opinion among the best instructors with regard to the propriety of a teacher's using a book of this kind in hearing the recitations of a class. Without expressing any opinion on this point, we have no hesitation in saying that a majority of instructors would find advantage in carefully examining the work, and in reading over, in the Key, the lesson of the class before hearing them.

Astronomy.

W. C. Bond, Professor of Practical Astronomy in Harvard University, writes to President Everett, that their new telescope, which is one of the finest in the world, has resolved the great nebula in Orion. He says:

"This morning, the atmosphere being in a favorable condition, at about three o'clock the telescope was set upon the trapezium in the great nebula of Orion. Under a power of 200, the fifth star was immediately conspicuous, but our attention was directly absorbed with the splendid revelations made in its immediate neighborhood. This part of the nebula was resolved into bright points of light. The number of stars was too great to attempt counting them; many were however readily located and mapped. The double character of the brightest star of the trapezium was readily recognized with a power of 600. This is "Struve's sixth star," and certain of the stars composing the nebula, were seen as double stars under this power."

It should be recollected, that this nebula and that in the constellation Andromeda, have been the last strong holds of the nebular theory; that is, the idea, first suggested and advocated by the elder Herschell, that masses of nebulous matter were in process of condensation into suns, and perhaps systems, like that of which our earth forms a part.

Since writing the above, we have met with the following which will be interesting to such of our readers as wish to know something about the new discoveries in Astronomy.

Still another Planet.

"On the 10th of October, Mr. Hind, of London, the discoverer of Iris, discovered another small planet, near the star 15 Orionis, of the size of a star of the ninth magnitude, with bluish light. On Oct. 18th, 5h. 22m. 27s. its A. R. was 5h. 3m. 42 sec., and north declination 14 deg. 3 1-2 min. This is the fifth planet brought to our knowledge within the last fifteen months, viz: Neptune, Astræa, Hebe, Iris, and the last—and eight are now known to exist between Mars and Jupiter.

Ray's Arithmetic--Part Third.

While it is not our wish to fatigue our readers by calling their attention to our own publications, yet we deem it proper to say so much as will present the School Books in which we are immediately interested, fairly before their minds.

Ray's Arithmetic Part 3d, containing a complete treatise on practical arithmetic, was published about ten years since, and has been regularly increasing in circulation, until it is now used in a large number of the best common schools and academies in the West and South. From the date of its first publication, it received the approbation of many of the best teachers, as one of the most clear, comprehensive, and practical treatises on arithmetic ever published.

This work is arranged on the analytic and inductive methods of instruction, and embraces the modern and most improved methods of teaching the science. Every principle is presented to the mind of the learner in its most simple form, while the rules for the performance of the various calculations are so explained and illustrated that the pupil is led to a thorough understanding of the reason of every operation that he performs. By this means he acquires not only a correct knowledge of the subject, but, at the same time, is laying the best possible foundation for the prosecution of higher studies.

While the work is strictly scientific, it is also eminently practical, the rules and examples having been specially arranged, so as to render the pupil well qualified to perform the practical calculations in the business pursuits of life. Great attention has been given to render the definitions and rules clear, simple, and precise, so that the learner may proceed with mathematical accuracy from the commencement of the study of numbers throughout his future course.

Arithmetic taught in this manner, is valuable, not only for the knowledge obtained, but also for its influence in cultivating and strengthening the reasoning powers of the learner.

Many of our readers are already well acquainted with this work, and those who are not, will doubtless examine it for themselves.

Among those subjects in the work deserving of particular notice, we might name, Vulgar and Decimal Fractions,—Analysis,—Ratio and Proportion,—and the Extraction of the Roots.

It is proper to notice that this is one of a series of works on the subject of arithmetic. The first (Ray's Arithmetic, Part First,) commences with the simplest combinations of numbers, while the last, (Ray's Arithmetical Key,) contains the higher and more curious parts of the science, such as Continued Fractions, Systems of Notation, &c. Of these we shall say something hereafter. The series, as a whole, presents the teacher and the student with a more thorough and extensive course than any other series with which we are acquainted, while at the same time, it is decidedly the cheapest.

Extracts from Letters.

Mr. J. G. Miller says, and we entirely concur with him, "The greatest hindrance to the advancement of the cause of common school education, is the employment of teachers who will work the lowest, without any regard to qualifications.

"The first question generally asked a teacher, is 'How much will you take a month?' not as it ought to be 'What can you teach? How do you govern a School?' &c. This should not be so, while it is, education will advance but slowly. My motto is,

'Let virtue be the end and aim
We strive to gain while here,
And knowedge is the only road
That will conduct us there.'"

Ohio State Teachers' Association.

Kirtland, Lake Co, Ohio, Nov. 9th, 1847.

EDITORS OF SCHOOL FRIEND:—Gent.—Enclosed is a notice to "*Teachers in Ohio*," which you will please insert in the next number of *The School Friend*. You will perceive from the notice that the teachers and friends of education, in this part of the state, are making an effort to unite their influence and energies for the purpose of promoting the interest of schools, and popular education generally.

It is hoped that teachers and others, at the south and west, will co-operate with us in this movement, although we have not had an opportunity to confer with them on the subject. Trusting that it will meet, at least, with your approval,

I remain, yours, &c.

M. F. COWDERY.

TO TEACHERS IN OHIO.

AT Teachers' Institutes held in Ashland, Ashland Co., Chardon, Geauga Co., and Akron, Summit Co., in October and November, 1847, M. F. COWDERY, of Lake Co., L. ANDREWS, of Ashland Co., A. D. LORD, of Franklin Co., W. BOWEN, of Stark Co., JOSIAH HURTY, of Richland Co., T. W. HARVEY, of Geauga Co., A. H. BAILEY, of Ashtabula Co., and M. D. LEGGETT, of Summit Co., were appointed a Committee to take into consideration the propriety of forming a STATE TEACHERS' ASSOCIATION, and to fix upon the time and place for organizing the same.

The undersigned, a majority of said Committee, assembled at Akron, and have resolved that it is expedient to hold a Convention at Akron, Summit Co., on the evening of the 30th and during the day of the 31st of December next, for the purpose of organizing a *State Teachers' Association*.

It is hoped that teachers in Ohio, feeling an interest in their profession, and the improvement of the schools of our state, will be present and assist in the organization of the Association, and afterwards in promoting its interests.

There will be an address before the Convention on the evening of the 30th of December.

Educational and political papers in Ohio are requested to insert the above notice.

M. F. COWDERY,
W. BOWEN,
JOSIAH HURTY,
THOS. W. HARVEY,
L. ANDREWS,
M. D. LEGGETT.

Any judicious effort for the elevation of the teacher's profession, and the advancement of general education, (objects which are inseparable,) has our cordial sympathy. We therefore notice the above movement with much pleasure.

The old adage, "union is strength," is as true in reference to educational matters as to any others. The benefits of these associations, when rightly conducted, are numerous, and evident to all who have had any experience in them. It is too generally the case that teachers lack a proper interest in their profession. It has been judiciously remarked by a writer on the low estimation in which teachers are held, that "we must respect our own profession, if we would have others respect it." That teacher, who is content to go on from day to day in the same routine, seeking and desiring no improvement in his own knowledge and qualifications, should never complain of small pay and low estimation. He deserves no better. Teachers' Associations are admirably calculated to excite this *esprit de corps*, and desire for improvement among teachers, and this we deem not among their least advantages.

But it is not our intention here to discuss the various good results, to be derived from these associations. We believe they are too palpable to require even enumeration.

It is to be hoped that the convention proposed will be well attended, and we doubt not it will be. We believe the right spirit is abroad in Ohio, on educational matters, though it is yet but as the first kindling of a flame, which will, we trust, ere long, light and warm every corner of the state. We regret that the place of meeting could not have been more central, but doubt not Akron was chosen by the committee for good and sufficient reasons.

For the School Friend.

Clark County Teachers' Association.

The Second Annual Meeting of the "Clark county Teachers' Association" will be held in the "Lyceum Hall," in Springfield, on Saturday, (new year's day,) January 1st, 1848, to commence at 10 o'clock, A. M. Teachers from a distance, and other Associations, and all friends of Education who can make it convenient, are respectfully invited to meet with us.

M. MEAD, Cor. Sec.,
Teachers' Association, Clark Co., O,

Solutions to the Arithmetical Questions in the School Friend, No. 2, Vol. 2.

Question 1st.—Three men A, B, and C, undertake to mow a meadow containing 15 acres. A can mow 5 acres in 3 days, B can mow 7 acres in 4 days, and C can mow 9 acres in 5 days. How long will it require the three men to mow the 15 acres.

Solution by J. W. Monfort.—By division it is readily found that A mows $1\frac{2}{3}$, B $1\frac{3}{4}$ and C $1\frac{4}{5}$ acres in one day; hence, by adding these numbers together, we find that all these can mow $5\frac{1}{6}\frac{3}{0}$ acres in one day. Then by dividing 15 acres by $5\frac{1}{6}\frac{3}{0}$ the quotient is $2\frac{3}{5}\frac{7}{1}\frac{4}{3}$ days, the required time.

Question 2d.—If 30 men in 40 hours can dig 80 cubic yards, how many men, who are stronger in the proportion of 5 to 4, would it require to dig 120 yards in 90 hours, supposing the ground in the latter case is harder than that in the former, in the ratio of 9 to 8, and that the labor in digging is directly proportioned to the hardness of the ground.

Solution by Analuo.—If 30 men in 40 hours can dig 80 cubic yards, 30 men will dig 2 cubic yards in 1 hour, and 1 man will dig $\frac{2}{3}\frac{1}{0}$ or $\frac{1}{1}\frac{1}{5}$ of a cubic yard in 1 hour. Next, a man who is stronger in the proportion of 5 to 4, is one fourth stronger, and, consequently, will dig one fourth more, hence one man of the second class will dig $\frac{1}{1}\frac{1}{5}$, and $\frac{1}{4}$ of $\frac{1}{1}\frac{1}{5}$ of a cubic yard in one hour; that is $\frac{1}{1}\frac{1}{5}$ and $\frac{1}{6}\frac{1}{0}$, or $\frac{5}{6}\frac{5}{0}$ which is equal to $\frac{1}{1}\frac{1}{2}$ of a cubic yard, in one hour. But the hardness of the ground in the latter case is such that where a man formerly dug 9 yards, he can now dig but 8; that is, the amount that a man can dig in the first ground is diminished by $\frac{1}{9}$ in the harder ground; or, a man in the harder ground can dig only $\frac{8}{9}$ of what he could have done in the softer. Hence, in the latter case a man can dig $\frac{8}{9}$ of $\frac{1}{1}\frac{1}{2}=\frac{2}{2}\frac{2}{7}$ of a cubic yard in one hour, and

in 90 hours one man would dig 90 times $\frac{2}{27}$, or $6\frac{2}{3}$ cubic yards. Then, dividing 120 cubic yards by $6\frac{2}{3}$, the quotient is 18, the number of men required.

Question 3d.—A and B can perform a piece of work in 2 days; A and C in 3 days; and B and C in 5 days; in what time would each do it by himself.

Solution by H. B. Wilson.—If A and B can do the work in 2 days, both together can do $\frac{1}{2}$ of it in one day. In the same manner A and C can do $\frac{1}{3}$ and B and C $\frac{1}{5}$ of it in one day. Hence the sum of $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{5}$, which is $\frac{31}{30}$, gives twice what all three can do in one day, and one half of this or $\frac{31}{60}$ is the part which all three can do in one day. Now, if from this, we take the part done by two in one day, the remainder will give the part done by one in one day. We thus find that A can do $\frac{19}{60}$, B $\frac{11}{60}$ and C $\frac{1}{60}$ in a day. Hence A can do the whole work in $3\frac{3}{19}$ days, B in $5\frac{5}{11}$ days and C in 60 days.

Question 4th.—Supposing the diameter of a dollar to be one inch and a half, it is required to find the area of two tracts of land, one in the form of a circle and the other in that of a square, so that the number of dollars that encompasses each tract, shall exactly pay for it at 40 dollars per acre.

General Method of Solution.—If we represent the length of the side of the square in feet by a symbol (x), and then multiply this by 4, (the number of sides), and then by 8, (the number of dollars in a foot), we shall get an expression (32x) for the cost of the land. Again the symbol squared (xx) and divided by 43560 (the number of square feet in an acre) will give the expression for the number of acres; this, multiplied by 40, gives another expression $\left(\frac{xx}{1089}\right)$ for the value of the land. Putting these expressions equal to each other and reducing, we find the value of the symbol (x) to be 34848 feet, which is 2112 rods, and from this we readily find the number of acres to be 27878,4.

By proceeding in a manner nearly similar, we find the diameter of the circular tract to be also 34848 feet or 2112 rods, from which, by the rule for finding the area of a circle, we find the content of the circular tract to be 21895,69536 acres. From which it appears that the square tract of land is the largest.

Mr. J. M. Salisbury solved all the questions in No. 1, Vol. 2; his letter came to hand too late to be noticed in the proper place. The following gentlemen furnished correct solutions to questions 1, 2 and 3 above.

H. B. Wilson, William D. Gage, Analuo, W. L. Hamilton and John F. Patton. The 1st and 3d were answered by Wm. Hill. The 1st and 2d by Sylvester Johnson, and the 3d. by L. L. Cartee.

Mr. Patton also furnished an ingenious solution to question 4th, which came too late for insertion but which we may publish hereafter. Professor John Armstrong also furnished a solution to question 4th.

Arithmetical Questions for the School Friend No. 3, Vol. 3.

Question 1st. by N. P. Hymer.—A merchant bought 60 barrels of flour, of which he sold 20 barrels so as to gain a certain rate per cent. He then sold 15 barrels so as to gain twice as much per cent, and the remaining 25 barrels so as to gain three times as much per cent as on the first lot. He then found that he had cleared just 20 per cent. on the whole. Required the rates per cent at which the respective lots were sold.

Question 2nd. by John Newlin Jr.—Three men A, B, and C, engage to do a piece of work for which they are to receive $45,00; each man to be paid according to his ability to work. A and B can do the work in 12 days; A and C in 8 days; and B and C in 6 days. Now they all work together, what part of the money should each one receive.

Question, (not Arithmetical) by C. Parker.—How can four apple trees be planted, so that the distance from any one to every other shall be equal?

A State Superintendent of Common Schools.

Does Ohio need a State Superintendent of Schools? That the best interests of this State, containing nearly two millions of people, seven hundred thousand children and youth between four and twenty-one years of age, and at least five hundred thousand who should be in school the greater portion of the year, demand that the entire time and attention of one man should be given to the promotion of popular education, no one can doubt.

Whether it is policy for the Legislature to appoint a superintendent during the coming winter, it is not ours to decide, but that the interests of education, and the true interests of the state require it, can hardly be questioned.

Our young sister, Michigan, has long had a Superintendent. Each of the New England states has now a Superintendent or Commissioner of Schools, supported at an expense of $800, $1,000 or $1,500 per annum, and the beneficial effects of the plan may be seen in the rapidity with which improved school houses are erected, and the interest in the whole subject of education is increasing in every section of New England. In building a railroad or making a canal it is always found economical to expend for *supervision*, a sum sufficient to secure the services of the best engineers and the most experienced contractors to oversee every part of the work. And does the work of educating four or five hundred thousand youth in common schools, and at an expense to the state of nearly $300,000, require no general sepervision?

It may be asked what would be the duties of such an officer? We answer, first, those now discharged by the Secretary of State as Superintendent of Schools;—to collect, from every district in the state, information in regard to the actual condition of schools, and to diffuse this, and information in regard to the progress of education in other states, as widely as possible throughout the state—to confer with subordinate officers, and prepare forms for their reports, &c. Second, to traverse the state, visit schools, address teachers and citizens generally, and aid in the formation of educational societies in every county. Third, to superintend Teachers' Institutes, to engage personally in the business of instructing these schools of teachers.

To occupy this place, we need a person selected, not on account of any political services he has rendered a party; not a mere speculator or theorist on the subject of education; not one who knows only what were regarded as the best modes of instruction some twenty, thirty or forty years ago, but a well educated, experienced and successful practical teacher, familiar with the business of actual instruction, and thoroughly acquainted with the best modes of teaching; one who is familiar with the present condition of the schools of our own state and with the improvements which have been made in other states; one who can sympathize with the teachers of common schools, who knows their wants and the difficulties with which they meet, and who can secure their confidence as well as that of their employers.

From our knowledge of the arrangements in regard to schools, in different parts of the state, we are confident that such a man might be employed, at least six months in the year, in attending Teachers' Institutes, in each of which, from fifty to one hundred and fifty teachers might be instructed. And could a competent man be thus employed for the year to come, who can doubt that his services would give such an impetus to the cause of education in Ohio, as it has never received since the office of Superintendent was abolished?

It is by such labors that Mr. Barnard of R. I., Mr. Mann of Mass., Prof. Haddock of N. H. and Mr. Mayhew of Mich., are accomplishing the great work in which they are engaged.

And should a suitable person be appointed and receive a salary of some seven or eight hundred dollars beside the payment of his expenses when engaged in the duties above named, can any one doubt that the money would be most profitably expended.

Our opinion in regard to the necessity of creating the office in question, has been frequently asked, both in conversation and by letter. Hitherto it has not been publicly expressed, but we now state it as our deliberate conviction that the interests of education require it, provided a suitable man can be secured for the place; but if not, it would be far better that no appointment should be made.—*Ohio School Journal.*

Music in the Family.

Its beneficial effects may not be doubted. No family should fail to encourage the largest possible amount of musical talent. Independent of its happy influences on the mind, it should be fostered on account of its physical advantages. The late Dr. Rush said, "the Germans rarely die of consumption, because they are always singing." If this beautiful accomplishment tends in any degree to mitigate a malady so terrible, for the world's sake let us have a world of it. But there are other reasons—it induces amiability and banishes bad passions. We have somewhere read the testimony of an excellent clergyman, possessing much knowledge of human nature, who instructed a large family of daughters in the ordinary practice of music. They were observed to be amiable and happy. A friend inquired if there was any secret in his mode of education, to which he replied: "When any thing disturbs their temper, I say to them, sing; and if I hear them speak against any person, I call them to sing to me; and they sing away all cause of discontent, and every disposition to scandal." Such a use of this accomplishment might seem to fit a family for the company of angels; young voices around the domestic altar, breathing sacred music at the hour of morning and evening devotion, are a sweet and touching accompaniment.—*Neal's Gazette.*

For the School Friend.

Kind Words at School.

There are perhaps none who have not felt the power of "kind words." From the most ancient period we find it a universally recognized maxim, "kind words turn away wrath." Not only this, but they have a holy soothing power which turns the waste places of the soul into verdant beauty.

Who has not felt the power of "kind words" to allay the troubled ocean of mind. They seem to say, "peace, be still," and all rests within, though the world's breakers toss high as before. The Eolian strings of the heart are swept by each breezy word, the vibrations from the various little tensors, mingle in *one*, and rule the man! Unstring one and like the sanguine brook, it affects the *whole* broad bosom of the slumbering lake! No one has measured their power over the human mind, for it is *deeply* seated in the soul! In the minds of the young this influence is keenly felt; for then the tender sensibilities are alive to all the finer feelings of our nature: these are the adornings of noble minds; and those which above all others we should cherish: yet we have reason to fear that their cultivation is but little attended to, when passing into some of our school rooms, where nothing but lowering eye-brows, and words that come out as hoarsely as if they grated upon the icebergs of a soul on whose surface played not one warming ray, are the *grand* incentives used by the teacher.

Now what is the object of this? The teacher will answer, "that without this reserve on *my* part, my *commands* will not be obeyed. Here it is, *commands:* and he that gives them *often* must ever wear a "*straight* jacket," avoid all romping with his pupils at noon time, and look *dignified* and *grave.*

Now there is something in the human mind *repugnant* to a command: but let the word "please," or "be kind enough to do so," be used, the *dignity* of the teacher will be maintained, the task *sooner* accomplished, and *good* feelings inculcated, instead of that morose and snappish disposition, the certain consequences of an opposite course of treatment. The mind of the young student is often taxed heavily, in winding the rugged paths of science. Unused to confinement, he longs again for the variety of the farm, or the workshop. Home and its hallowed associations arise often to memory, he turns from the cross looks to which he is accustomed, and sighs for the smiles of brothers or sisters, or the kind words of a fond mother: he looks with a longing eye to the sun, *so* long setting, and takes a light breakfast in the morning.

Never in the history of a teacher's life, is there a greater opportunity for carrying out the *truly* ennobling part of his mission. "Kind words," words of encouragement, must be used, for the gentle breezes chase from the tender plant the heavy night dew, and it sports again in the sunbeams, but the hurrying blast prostrates it to the earth, and its beauty fades! The objects of education, its beauties, its pleasures, should be held up to the young mind in the most engaging manner. This will seldom fail to produce the desired effect. A few "kind words" rightly spoken, are of more avail than any thing that can be accomplished by twice the time spent in making threats.

O. W. N.

A Mother's Influence.

Who can measure the influence of a mother on the young and immortal minds of her children! Her look, her actions, her smiles or her frowns on her children, stamp impressions on their minds which will last forever. She gives a molding influence to their character, their course of life, their temporal and eternal well-being. They rise to the glories and happiness of heaven, or sink to the woes and ruin of a lost eternity, much according as the mother trains them up for God, or neglects their minds to grow up in selfishness and sin. The mother sits at the threshold of their existence, and directs their first tottering footsteps. Her duties lie at the fountains of human society, and from these young springs of life flow out in all after existence, streams of bitter water or sweet, purified or poisonous, according as the mother directs the minds of her children to the only Savior, and prays with and for them.

The nursery is the mother's moral garden, in which she nourishes the tender plants by faith and prayer, and trains them up to be transplanted at mature growth to the paradise and garden of God. The mother's influence is often much greater than the father's. Her post is more responsible, as she engraves deeper and more indelible lines on the minds of her children. She stands at the head of the race. * * * All the most important springs of society are held and controlled by the feeble hand of woman. Every chord vibrates to her touch as with magic sensibility, and every harmony in the social system waits on her impulses. How pure and tender, then, should be a mother's heart! How careful of her look, her smiles, her conduct, her every action which imprints such indelible lines, and exerts such imperishable influence, on the young minds of her children. How humble, how prayerful, how near to God ought a mother to live, that the light of his countenance, which beams on her heart, may reflect its lineaments divine on the immortal minds of those which God has entrusted to her care to train up for him.—*Anon.*

A Poet's Dream.

I dreamed that I was engaged in writing, and that in the midst of a sentence, a musqueto came buzzing in my ear. I remonstrated with him for so disturbing me, having spoiled a beautiful paragraph. "I will not trouble you," he replied, "I have merely come to *punctuate a passage.*"

Influence of Poetry on Education.

The people should become to a considerable extent their own educators. If more of the poetical were thrown around the aspect of their life, they would see that they are not merely members of the commonwealth of England, but members of the commonwealth of enlightened and enlightening minds, to whom, in all periods of history, poetry has been a harmonizing principle. It is not mere change in its institutions that this country wants, though these have been obviously and imperatively necessary; it wants far more the culture of a harmonizing spirit which would refine the feelings, call forth the affections, purify and expand the reflective faculties, and which, ever aiming toward catholicity of sentiment, of perception and of aspiration, would evolve the good from the husk of error and sin—would transmute antipathy into love, and depravity into excellence, and would teach men to gaze, not on the changeable in each other, which they hate or despise, but on the unchangeable, which is the glory of their common nature, and which makes them one with their Father in Heaven.—*Macall's Agent of Civilization.*

He only lives and enjoys life, who pursues some useful calling.—*True Wesleyan.*

"Never Give Up."

The following spirited lines we cut from the Pennsylvania Inquirer. The paper was sent us the other day by our friend Ball, with a request that we would copy. We do so with great pleasure, not merely to gratify a friend, but because the lines are excellent, and the lesson which they teach is an important one.

"Oh could we climb the morning sky,
And print it there in words of fire!"

"*Never give up!*" What man of enterprise or adversity has not needed such a motto? What mercantile or professional man, what scholar, what writer of good books, what straitened publisher, what editor of a newspaper, what Christain philanthropist, what missionary, what reformer of abuses in church or state, what projector of wise and benevolent schemes, what discoverer of new truths in science, what bold adventurer in savage lands, what general amid the perils of the field, has not acted on the principle here involved, and derived from its inspiration something of supernatural strength and energy?

What has it not done? What can it not do!—Try it and see! We recommend it to the poor, the sick, the bereft, the bankrupt, the slandered, the oppressed; and all the enterprising friends, patrons, disciples, of virtue, science, literature, religion, philanthropy, in all their efforts and their aims; and mean by the grace of God, to make it our own motto in trying to do good.

"NEVER GIVE UP!"

"Never give up"—'Tis the secret of glory,
Nothing so wise can philosophy preach;
Think on the names that are famous in story,
"Never give up," is the lesson they teach.
How have men compassed mortal achievements?
How have they molded the world to their will?
'Tis that midst dangers, and woes, and bereavements,
"Never give up," was their principle still.

"Never give up,"—though o'erladen with sorrow,
Shake not the yoke—'twill more bitterly gall;
"Never give up," for there cometh a morrow
Fraught with delights to compensate for all.
"Never give up"—bear your fate with serenity!
Crouch not ignobly like slaves in the dust;
Life's a rough passage to the realms of amenity;
Dark is the journey, but travel we must.

"Never give up."—It can last but a season.
Will you—because a cloud bursts on your way—
Basely surrender your manhood and reason,
Weeping for griefs that must end in a day?
What, though the tempest around you be raving!
Soon you'll have emptied life's rancorous cup,
Soundly you'll sleep where the willows are waving;
Thunder don't wake you—"Never give up."

"Never give up."—It were impious to dream of it,
Keen though your anguish be, never forget
That there are fortunes, (O, raptures to deem of it!)
Bright and immortal in store for you yet.
Ere the night fall—if by virtue a meriter,
May you not, mourner, in Paradise sup,
Compeer of angels and heaven's inheritor?
Think of your destiny—"NEVER GIVE UP."

Christian Repository.

A Few Words to Children.

You were made to be industrious.—You should work. All your bones and muscles were made for work, just as much as the wheels of a clock or a watch were made to go round; if you do not work, in some way, you are as worthless as a clock which does not go. Industry gives health. Lazy people are not half so well as industrious people are. Industry gives wealth. All the great fortunes have ever been earned by industrious people, (although, I am sorry to say, they are too often possessed by lazy ones,) and it is highly proper that you should desire to earn money, if you intend to be benevolent, and do good with it.

You were made to be kind, generous and magnanimous.—If there is a boy in the school who has a club foot, don't let him know that you see it. If there is a poor boy with ragged clothes, don't talk about rags when he is in hearing. If there is a lame boy, assign him some part of the game which does not require running. If there is a hungry one, give him a part of your dinner, if there is a dull one, help him to get his lesson. If there is a bright one, be not envious of him; for if one boy is proud of his talents, and another is envious of them, there are two great wrongs and no more talents than before. If a larger or stronger boy has injured you, and is sorry for it, forgive him, and request the teacher not to punish him. All the school will show by their countenance how much better it is to have a great soul than a great fist.—*Horace Mann.*

Flowers.

How the universal heart of man blesses flowers! They are wreathed around the cradle, the marriage altar, and the tomb. The Persian in the far east delights in their perfume, and writes his love in nosegays; while the Indian child of the far west clasps his hands with glee as he gathers the abundant blossoms—the illuminated scripture of the prairies. The Cupid of the ancient Hindoos tipped his arrows with flowers, and orange buds are the bridal crown with us, a nation of yesterday. Flowers garlanded the Grecian altar, and they hang in votive wreaths before the Christian shrine.

All these are appropriate uses. Flowers should deck the brow of the youthful bride, for they are in themselves a lovely type of marriage. They should twine round the tomb, for their perpetually renewed beauty is a symbol of the resurrection. They should festoon the altar, for their fragrance and their beauty ascend in perpetual worship before the Most High.—*Lydia M Child.*

Recipe for Making Black Ink.

Two quarts of rain water, one half lb. nutgalls, three ounces gum Senegal (arabic,) three ounces sulphate of iron; soak the nutgalls in three quarters of the water; the gum arabic in one half of the remaining water, warmed; the sulphate of iron in the other half; let them stand in the several vessels forty-eight hours, then mix them, and the ink is made. This recipe was received from Dr. Webster, Prof. of Chemistry in Harvard University.

Poetry.

A Name in the Sand.

BY MISS H. F. GOULD.

Alone I walked the ocean strand,
A pearly shell was in my hand,
I stooped and wrote upon the sand
My name, the year, the day.
As onward from the spot I passed,
One lingering look I fondly cast;
A wave came rolling high and fast,
And washed my lines away.

And so, methought, 'twill shortly be
With every mark on earth from me!
The wave of dark oblivion's sea
Will sweep across the place
Where I have trod—the sandy shore
Of time—and be to me no more:
Of me—my day—the name I bore,
To leave no track nor trace.

And yet with Him who counts the sands,
And holds the waters in his hands,
I know a lasting record stands,
Inscribed against my name,
Of all this mortal part hath wrought—
Of all this thinking soul hath thought,
And from these fleeting moments caught
For glory or for shame.

An Alphabet of Short Rules.

WELL WORTH REMEMBERING.

Attend well to your business.
Be punctual in your payments.
Consider well before you promise.
Dare to do right.
Envy no man.
Faithfully perform your duty.
Go not in the path of vice.
Have respect for your character.
Infringe on no one's right.
Know thyself.
Lie not, for any consideration.
Make few acquaintances.
Never profess what you do not practice.
Occupy your time in usefulness.
Postpone nothing that you can do now.
Quarrel not with your neighbor.
Recompense every man for his labor.
Save something against a day of trouble.
Treat every body with kindness.
Use yourself to moderation.
Vilify no person's reputation.
Watchfully guard against idleness.
Examine your conduct daily.
Yield to superior judgment.
Zealously pursue the right path.

Write it in Gold.

The great comprehensive truth, says President Quincy, written in letters of living light on every page of our history, are these: Human happiness has no perfect security but freedom; freedom, none but virtue; virtue, none but knowledge; and neither freedom, nor virtue, nor knowledge, has any vigor or immortal hope, except in the principles of the Christian faith, and in the sanctions of the Christian religion.

ABSTRACT OF THE

METEOROLOGICAL REGISTER,

KEPT AT

Woodward College, Cincinnati,

Lat. 39 deg. 6 minutes N.; Long. 84 deg. 27 minutes W.

150 *feet above Low Water Mark in the Ohio.*

BY JOSEPH RAY, M. D.

October, 1847.

Day of M.	Fahr'heits Therm'ter			Barom	Wind.			Weather.	Clearness of Sky.	Rain.
	Min.	Max.	Mean Tem.	Mean height	A. M.	P. M.	Force			
1	57	83	70.8	29.171	west	west	2	fair	8	.17
2	59	71	62.2	.274	n w	n w	1	var'ble	3	
3	49	74	61.2	.343	n w	n w	1	var'ble	4	
4	58	77	67.3	.352	n w	n w	1	var'ble	4	
5	58	76	63.7	28.986	s w	west	1	var'ble	4	.56
6	50	61	55.3	29.095	n w	n w	1	var'ble	1	.06
7	51	65	55.8	.073	n w	n w	1	cloudy	0	.22
8	51	68	56.8	.115	n w	n w	1	var'ble	1	
9	46	72	58.5	.196	west	west	1	clear	9	
10	53	75	60.8	.153	west	west	1	fair	9	
11	46	65	52.3	.391	north	north	1	clear	10	
12	43	60	48.0	28.883	n e	n w	3	cloudy	0	1.95
13	36	52	42.3	29.138	n w	n w	1	var'ble	5	
14	36	52	41.0	.245	n w	n w	1	var'ble	5	
15	32	57	44.3	.437	west	s w	1	clear	10	
16	38	68	56.3	.342	south	south	3	var'ble	5	
17	48	70	57.0	.352	s w	s w	1	fair	9	
18	50	77	63.2	.282	s w	s w	3	fair	7	.24
19	47	59	59.3	.447	n w	n w	1	fair	7	
20	35	63	52.2	.482	n e	n e	1	fair	8	.76
21	46	65	57.3	.324	n e	n e	1	var'ble	1	.53
22	48	61	53.3	.216	south	south	1	cloudy	0	1.97
23	44	56	51.5	.322	north	n e	1	var'ble	1	1·10
24	51	58	53.3	.001	north	north	1	cloudy	0	1.98
25	44	56	46.5	.407	n w	n w	2	var'ble	3	
26	30	47	35.5	.748	n w	n w	1	fair	9	
27	27	48	37.5	.884	north	n e	1	clear	10	
28	28	53	38.7	.913	n e	n e	1	clear	10	
29	30	66	46.3	.734	n w	n w	1	fair	9	
30	32	61	51.2	.549	west	s w	1	var'ble	3	.03
31	47	70	59.2	.345	s w	s	1	var'ble	3	

EXPLANATION.—The 1st column contains the day of the month; the 2d the minimum or least height of the thermometer, during the twenty-four hours, beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for capillarity, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

SUMMARY—Least height of thermometer, 27 deg.
Greatest height of do. 83
Monthly range of do. 56
Least daily variation of do. 7
Greatest daily variation of do. 36
Mean temperature of month, 53.2
Do. do. at sunrise, 45.2
Do. do. at 2 P. M. 64.6
Coldest day, October 27th.
Mean temperature of coldest day, 37.5
Warmest day, October 1st.
Mean temperature of warmest day, 70.8
Minimum height of barometer, 28.986 inches.
Maximum do. do. 29.913 do.
Range of do. .927 do.
Mean height of do. 29.3277 do.
Number of days of rain, 13.
Perpendicular depth of rain, 9.57 inches.

WEATHER.—Clear and fair, 13 days; variable, 14 days; cloudy, 4 days.

WIND.—N. 2½ days; N. E. 5 days; S. 2½ days; S. W. 4 days; W. 4½ days; N. W. 2½ days.

MEMORANDA.—1st, Indian Summer day—rain 4 to 5 P. M.; 2d, cloudy till 3 P. M.; 4th, A. M. very foggy and cloudy—P. M. fair and pleasant; 5th, continued thunder and heavy rain 6 to 6½ A. M.—P. M. fair and pleasant; 6th, cool and nearly cloudy, shower 9 P. M.; 7th, cool, drizzly and gloomy; 8th, cool, and nearly cloudy; 9th, 10th, 11th, fine Indian Summer weather; 12th, very wet gloomy day; 13th, 14th, cool, hazy and smoky; 15th, fine and clear; 16th, 17th, pleasant variable and fair; 18th, shower latter part of the night; 19th, 20th, pleasant Indian Summer days; began to rain latter part of night of 20th, and with the exception of the 23d, rained with but little intermission till 3 P. M. of the 24th; 25th, drizzled a little at daylight; 26th to 30th, fair, clear, cool, and pleasant Indian Summer weather; 30th, very smoky, light rain in night; 31st, very changeable, mild atmosphere, sprinkle of rain several times.

OBSERVATIONS.—This month has been generally pleasant with the exception of the extremely wet weather. The mean temperature is about one degree warmer than the average temperature of the month for the last thirteen years. The amount of rain is entirely unprecedented for this month, being about three times the average quantity. Of this amount about three and one-tenth inches fell in the short space of 18 hours, that is from 9 P. M. on the 23d, to 3 P. M on the 24th. From all we can learn, this rain was very extensive, and when the extent of surface and the time in which it was falling are both considered, it was one of the most remarkable rains we have ever had. The average amount of rain at this place is about 45 inches. We had then one fifteenth of the annual average of rain in a period of time equal to one four hundred and eighty-seventh part of the year. Such an extraordinary amount of rain swelled the streams of water to an unusual height, which resulted in great loss by the destruction of mill-dams, bridges, fields of corn, and other property. From the 1st of November, 1846, to the same period in 1847, the amount of rain has been unusually great. I propose to speak of this hereafter in a separate article.

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